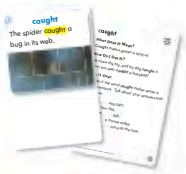
Lesson 29

WORDS TO KNOW
High-Frequency Words

caught
took
listen
thought
minute
beautiful
idea
friendship

Vocabulary Reader

Context Cards



COMMON CORE **RF.1.3g** recognize and read irregularly spelled words

Go Digital

Image 2 PDF

Words to Know

Read Together

- Read each **Context Card**.
- Describe a picture, using the blue word.

1 **caught**

The spider caught a bug in its web.

2 **took**

I took ladybugs to show and tell.

2

3 **listen**

Listen to the bees buzzing.

4 **thought**

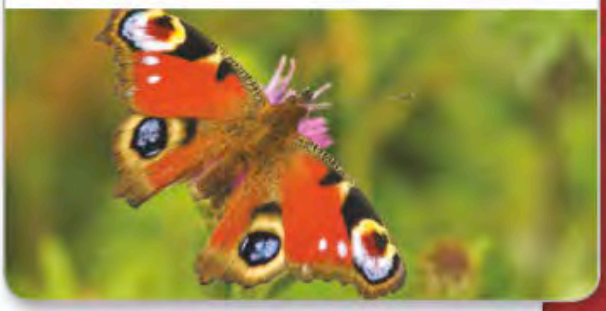
She thought the spider was scary.

5 **minute**

I watched the spider in the web for a minute.

6 **beautiful**

The butterfly is beautiful.



7 **idea**

Here is an idea, or plan, for a project.

8 **friendship**

Our friendship is strong.

Read and Comprehend

Read Together

Go Digital

TARGET SKILL

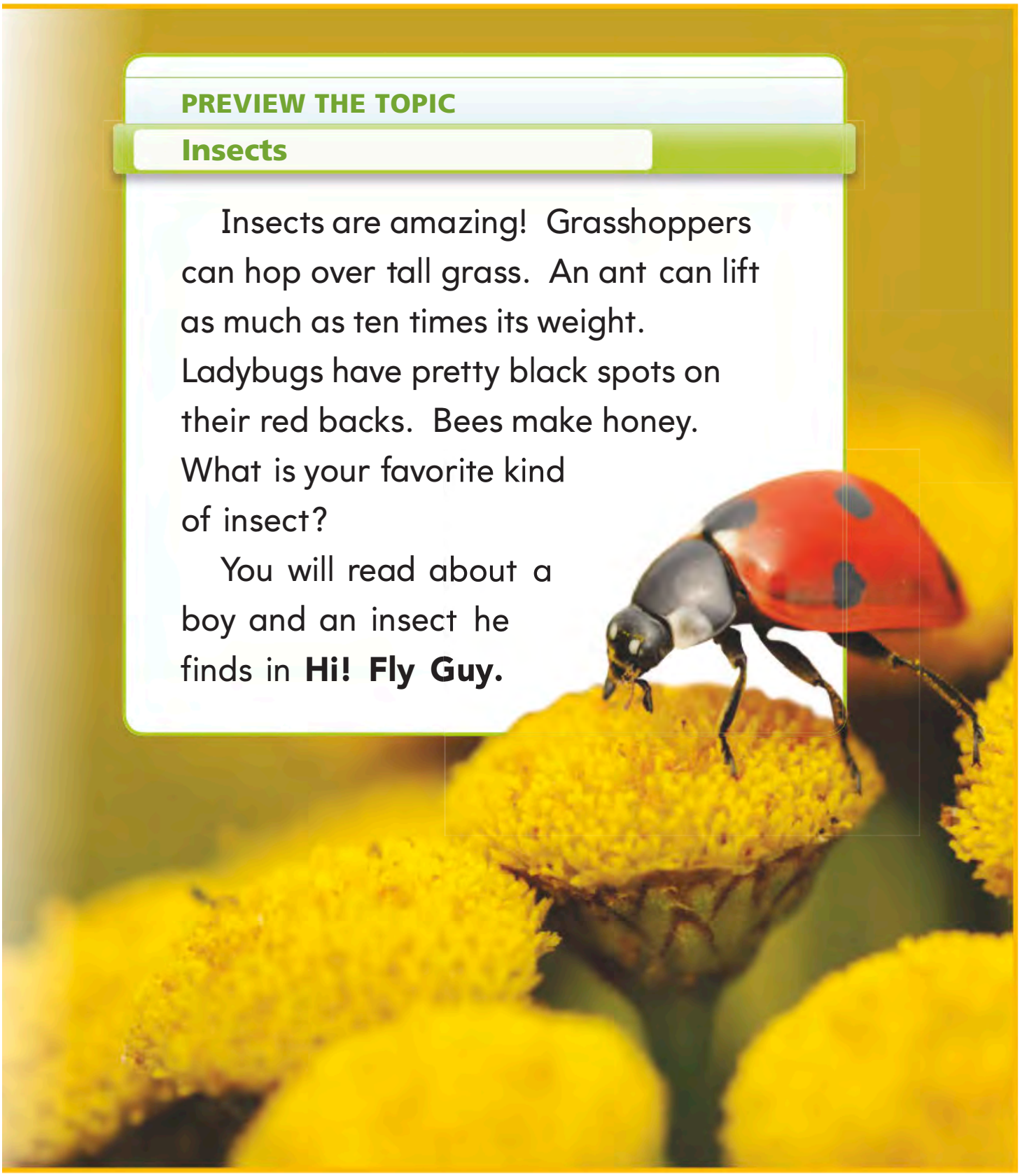
Understanding Characters Remember that you can learn a lot about what story characters are like from what they say and do. Good readers use text evidence to figure out how characters feel and why they act the way they do. List clues about the characters in a chart.

Words	Actions	Feelings

TARGET STRATEGY

Visualize To understand a story, picture in your mind what is happening as you read.

COMMON CORE **RL.1.3** describe characters, settings, and major events; **RL.1.7** use illustrations and details to describe characters, setting, or events



PREVIEW THE TOPIC

Insects

Insects are amazing! Grasshoppers can hop over tall grass. An ant can lift as much as ten times its weight. Ladybugs have pretty black spots on their red backs. Bees make honey. What is your favorite kind of insect?

You will read about a boy and an insect he finds in **Hi! Fly Guy.**

Lesson 29

ANCHOR TEXT

TARGET SKILL

Understanding Characters Tell about characters' words, actions, and feelings.

GENRE

In a **chapter book,** the story is broken up into parts. Look for:

- the word **Chapter** and a number
- new events in the next chapter

COMMON CORE **RL.1.3** describe characters, settings, and major events; **RL.1.4** identify words and phrases that suggest feelings or appeal to senses; **RL.1.7** use illustrations and details to describe characters, setting, or events; **RL.1.10** read prose and poetry

Go Digital

HI FLY GUY

Meet the Author and Illustrator

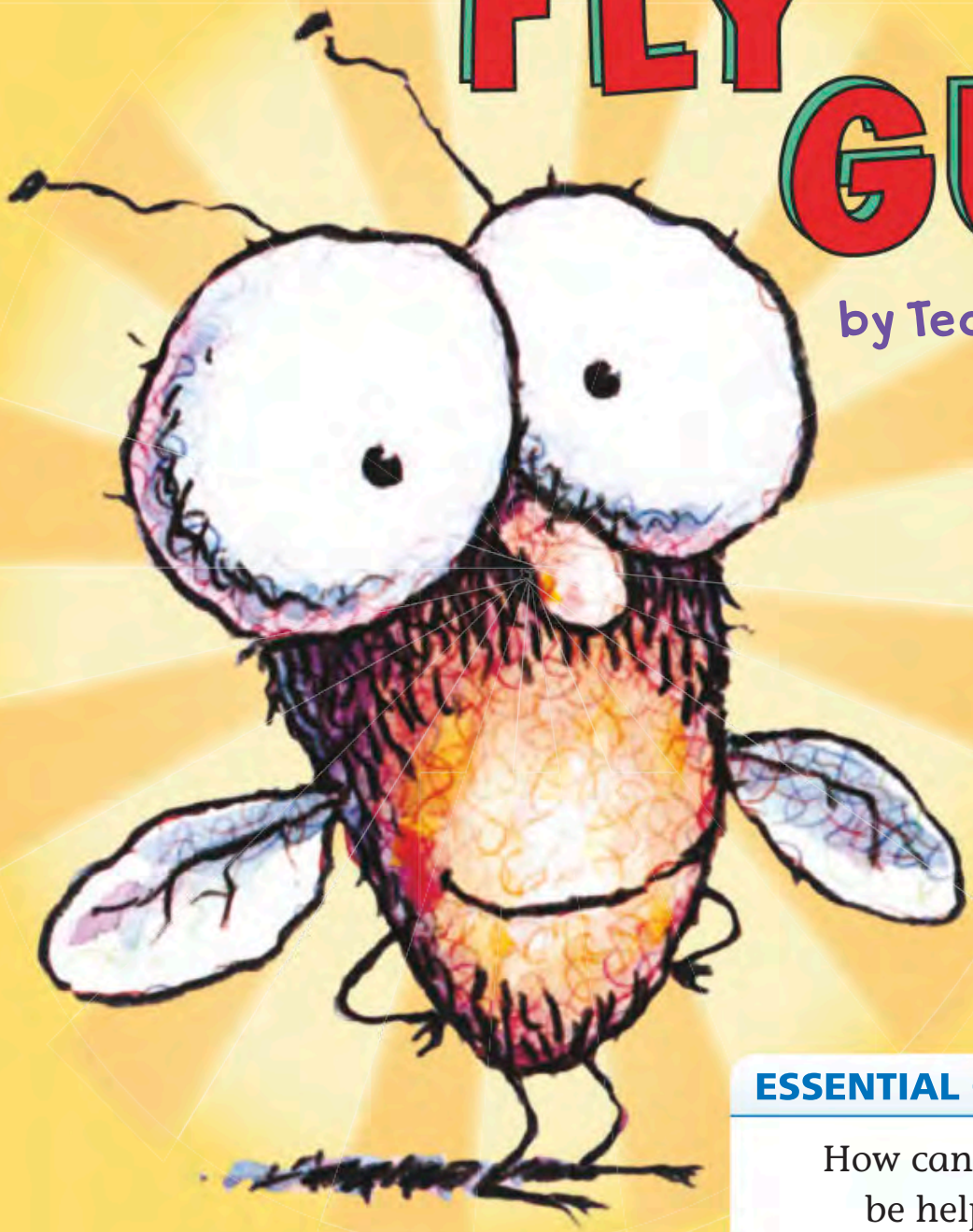
Tedd Arnold

Tedd Arnold studied art at the University of Florida. He has written and illustrated more than fifty books. Many of them are about Fly Guy. Mr. Arnold lives with his wife Carol, two sons, three cats, and one dog in Elmira, New York.

Library

HI! FLY GUY

by Tedd Arnold



ESSENTIAL QUESTION

How can insects be helpful?

Chapter 1

A fly went flying.

He was looking for something to eat–

something tasty,

something slimy.

ANALYZE THE TEXT

Author's Word Choice Which word has to do with taste? Which word has to do with touch?

A boy went walking.

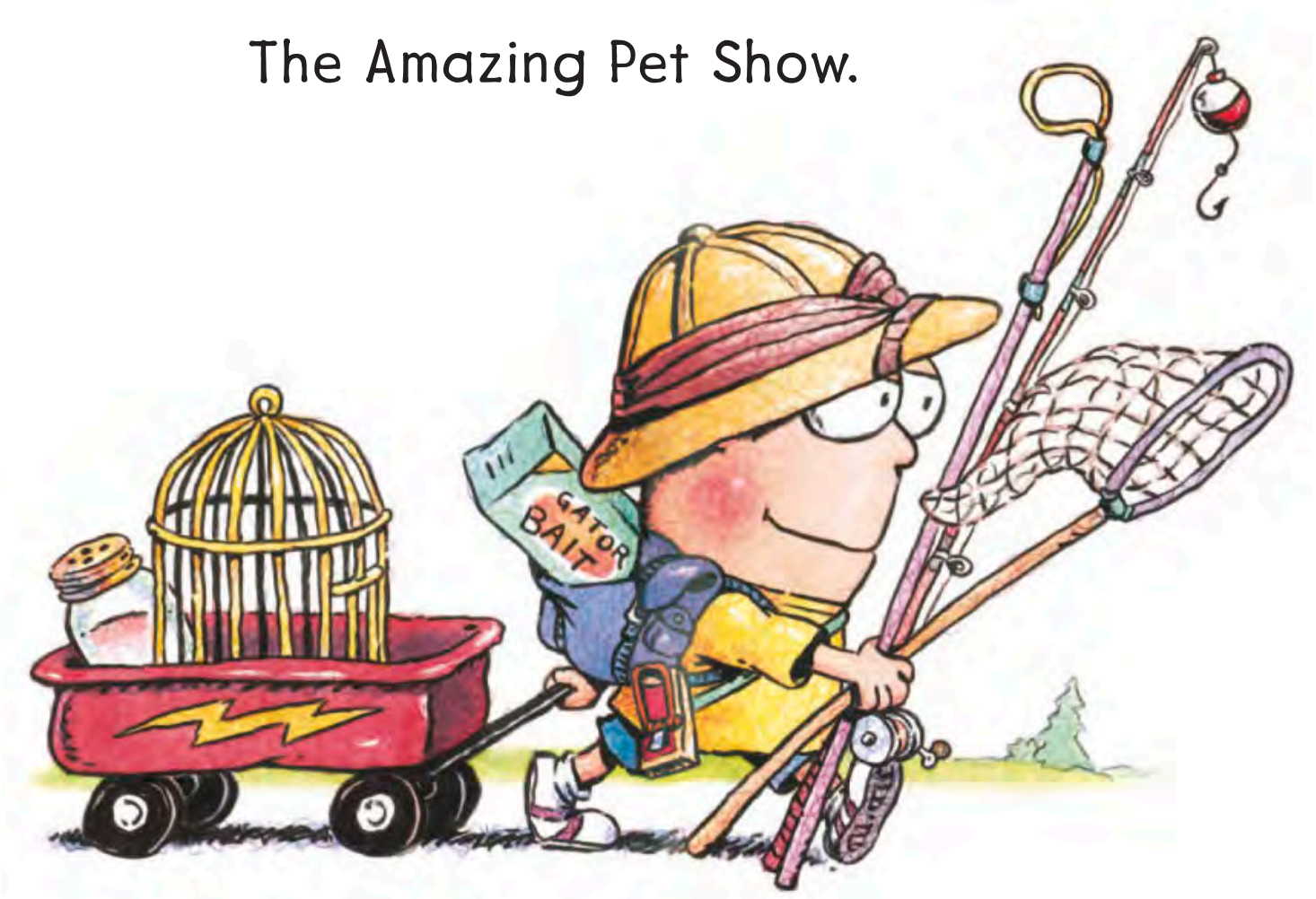
He was looking for something

to catch–

something smart,

something for

The Amazing Pet Show.



They met.

The boy caught the fly in a jar.

"A pet!" he said.

The fly was mad.

He wanted to be free.

He stomped his foot

and said– BUZZ!

The boy was surprised.

He said, "You know my name!

You are the smartest pet in

the world!"

Chapter 2

Buzz took the fly home.

"This is my pet," Buzz said to Mom and Dad.

"He is smart. He can say

my name. Listen!"

Buzz opened the jar.

The fly flew out.

"Flies can't be pets!" said

Dad. "They are pests!"

He got the fly swatter.

The fly cried–

And Buzz came to the rescue.

"You are right," said Dad.

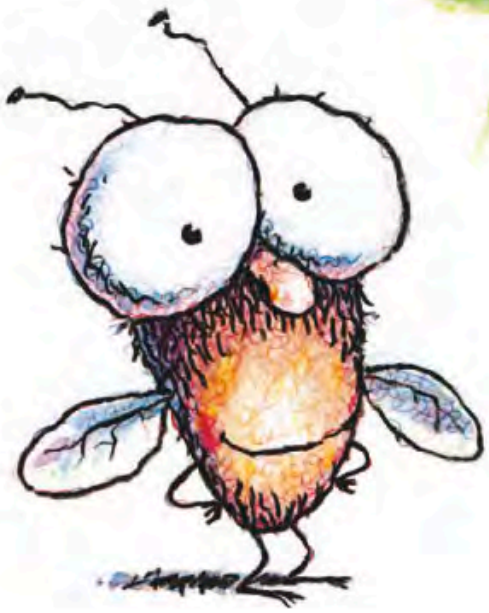
"This fly is smart!"

"He needs a name," said Mom.

Buzz thought for a minute.

"Fly Guy," said Buzz.

And Fly Guy said– BUZZ!



ANALYZE THE TEXT

Understanding Characters What does Buzz do for Fly Guy? Is Buzz a good pet owner?

It was time for lunch.

Buzz gave Fly Guy

something to eat.

Fly Guy was happy.

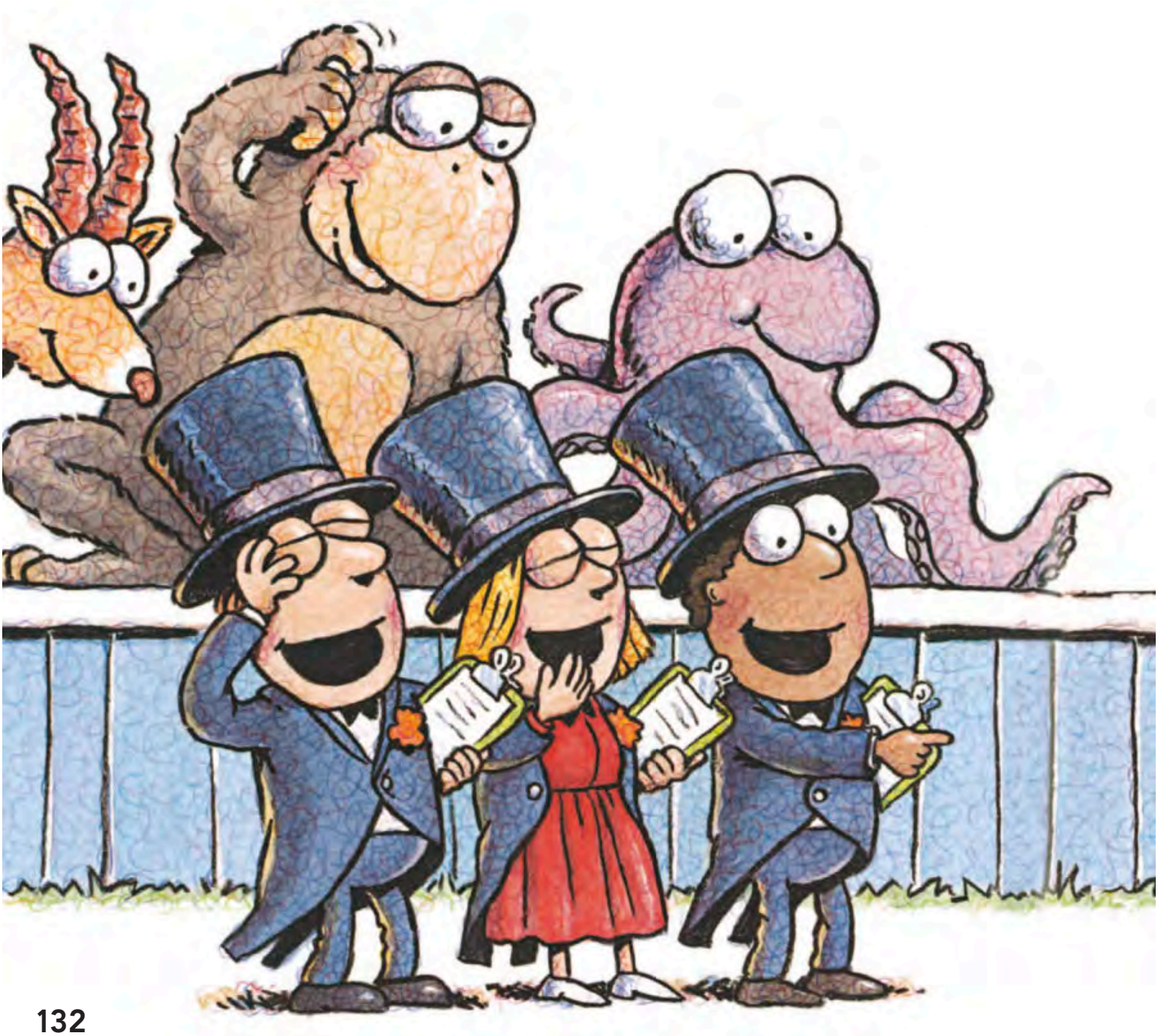
Chapter 3

Buzz took Fly Guy to
The Amazing Pet Show.

The judges laughed.

"Flies can't be pets," they said.

"Flies are pests!"



Buzz was sad.

He opened the jar.

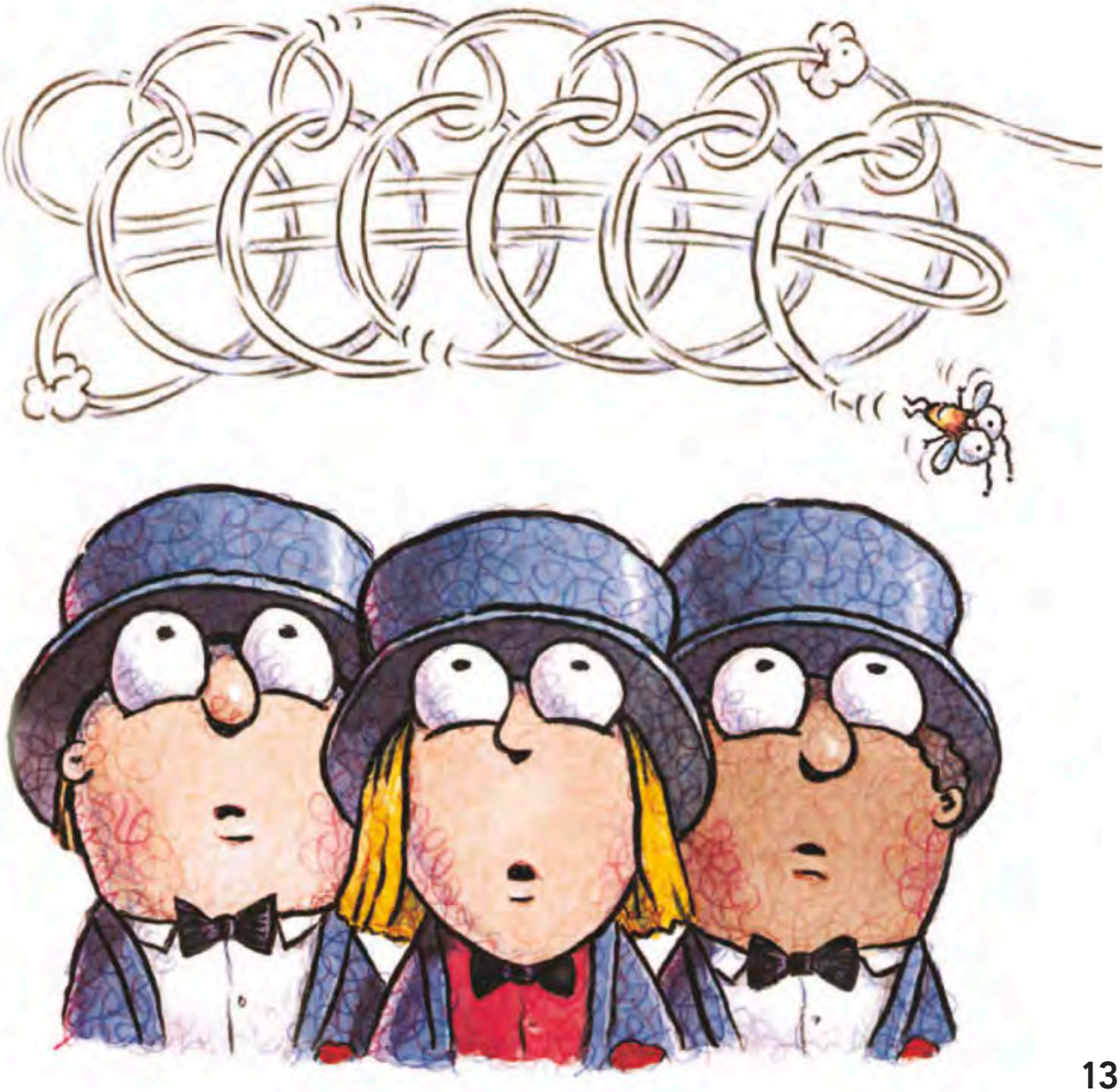
"Shoo, Fly Guy," he said.

"Flies can't be pets."

But Fly Guy liked Buzz.

He had an idea.

He did some fancy flying.



The judges were amazed.

"The fly can do tricks," they said. "But flies can't be pets."

Then Fly Guy said–

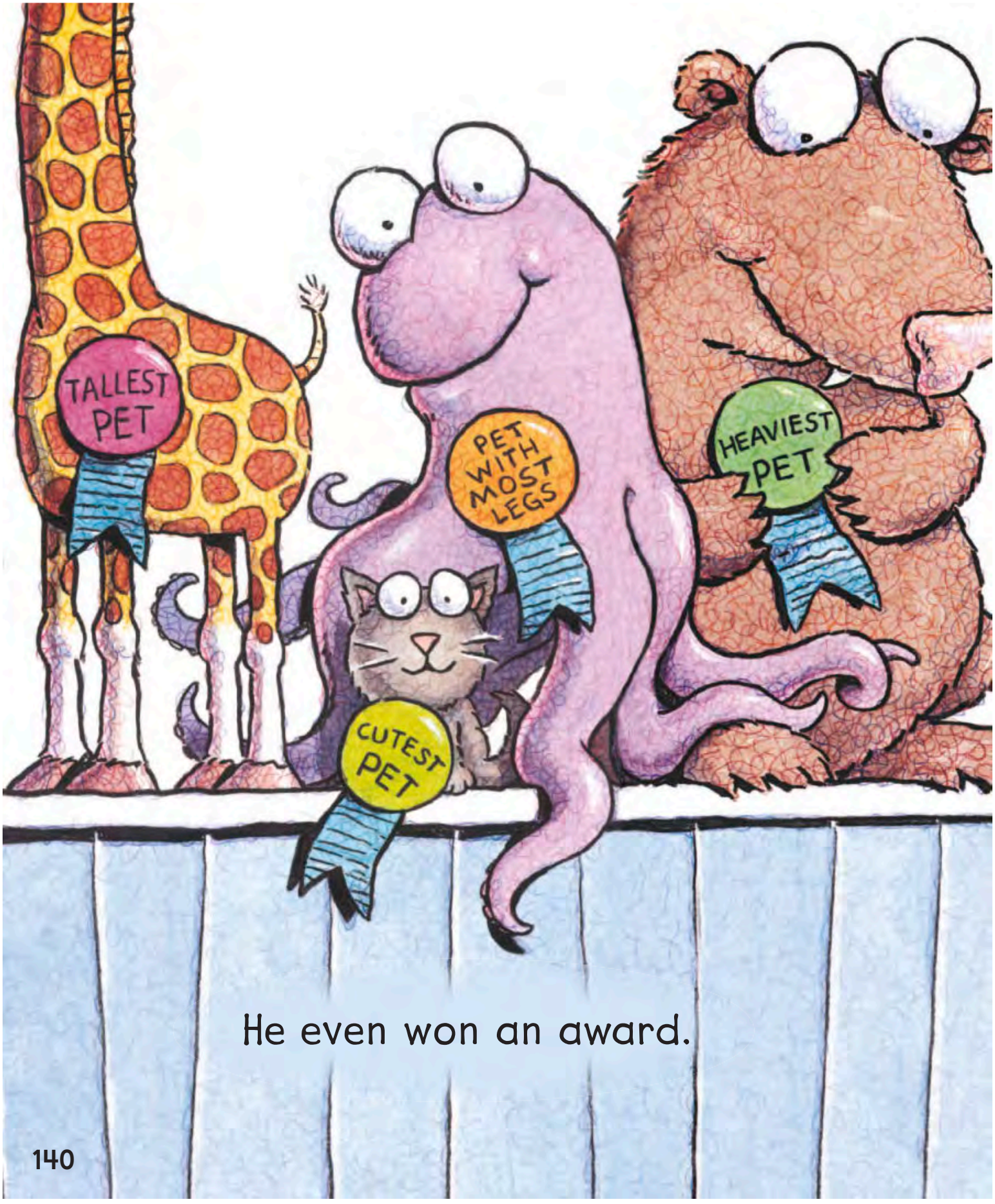
The judges were more amazed.
"The fly knows the boy's name,"
they said. "But flies can't be pets."

Fly Guy flew high, high, high
into the sky!

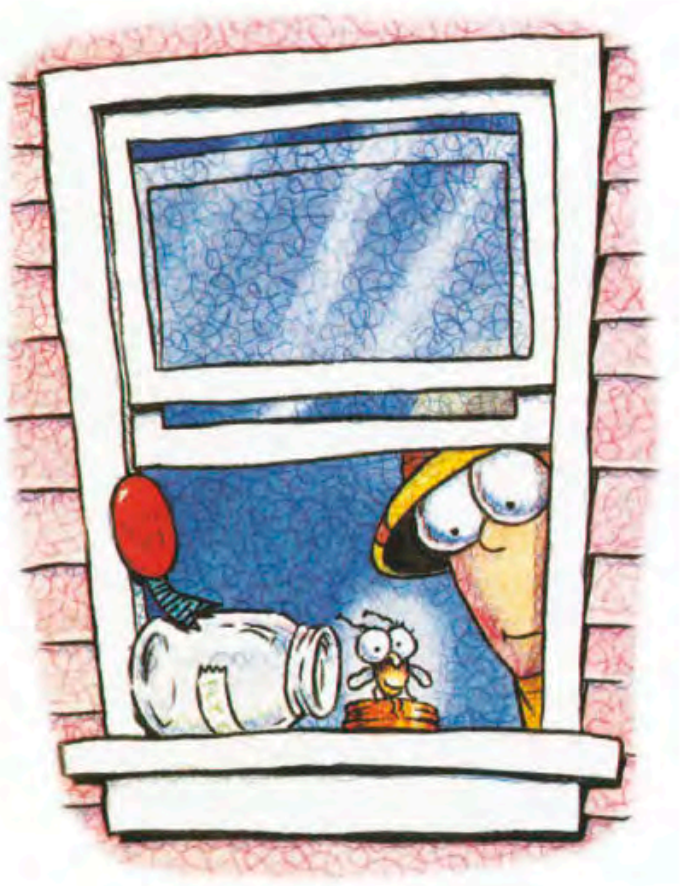
Then he dived down, down,

down into the jar.

"The fly knows his jar!" the judges said. "This fly is a pet!" They let Fly Guy in the show.



He even won an award.



And so began a

beautiful friendship.

Lesson 29

POETRY

GENRE

Poetry uses the sounds of words to help describe feelings. Which rhyming words make the poems fun to hear and say?

TEXT FOCUS

Rhythm is a pattern of beats, like music. Clap along with the rhythm of the poems.

COMMON CORE **RL.1.10** read prose and poetry; **L.1.6** use words and phrases acquired through conversations, reading and being read to, and responding to texts

Go Digital

Busy Bugs

How do you think this poet got the idea to write a snail poem? Read how the snail says hello to the Sun.

Caracol, caracol

Caracol, caracol,
saca tus cuernos al sol.

To a Snail

Poke your head out, little one.
Time to say, "Good morning, Sun!"

traditional Spanish rhyme

You can look for bugs under rocks, on leaves, or in the grass. Look for bugs with wings flying in the air.

Song of the Bugs

Some bugs pinch
And some bugs creep
Some bugs buzz themselves to sleep
Buzz Buzz Buzz Buzz
This is the song of the bugs.

Some bugs fly
When the moon is high
Some bugs make a light in the sky
Flicker, flicker firefly
This is the song of the bugs.

by Margaret Wise Brown

On almost any rainy day you will be sure to see worms. Watch them move!

Worm

Squiggly
Wiggly
Wriggly
Jiggly
Ziggly
Higgly
Piggly
Worm.

Watch it wiggle
Watch it wriggle
See it squiggle
See it squirm!

by Mary Ann Hoberman

Write About Bugs

Choose a bug you know about. Write a poem about it. Use rhyming words. Use words to tell what the bug looks like and how it moves.

COMMON CORE **SL.1.6** produce complete sentences when appropriate to task and situation

Grammar

Read Together

Go Digital

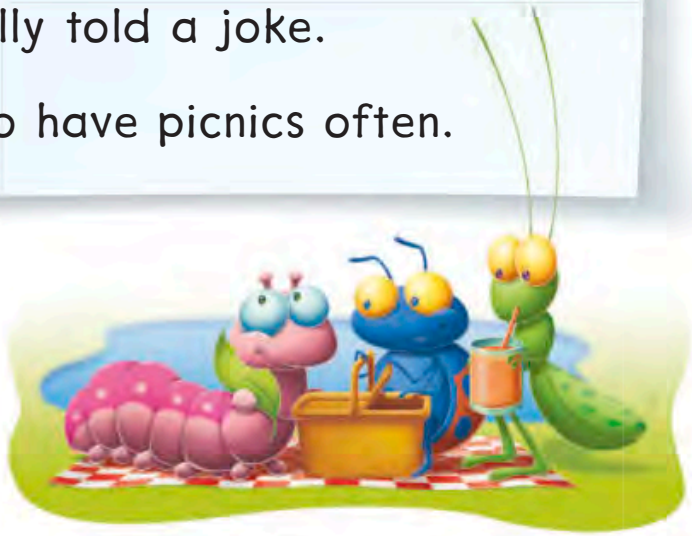
Adverbs Adverbs are words that describe verbs. They can tell **how, where, when,** or **how much** something is. Many, but not all, adverbs end with **ly**.

Adverbs	
How	The boat moves **quickly** in the water. They **carefully** steered the boat.
Where	They're **here**! The water splashed **everywhere**.
When	The bugs woke up **early** in the morning. They went to bed **late**.
How much	They kicked a ball **very** hard. The ball flew by **too** fast.

Try This!

Work with a partner. Read each sentence and find the adverb. Decide if it tells how, where, when, or how much. Then say a new sentence, using the adverb.

1. Ned slowly unpacked the picnic basket.
2. His friends walk to get there.
3. Fred was very tired from the trip.
4. Bea cheerfully told a joke.
5. They want to have picnics often.



Grammar in Writing

When you revise your writing, look for places where you can add adverbs.